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SECONDARY SCHOOL CURRICULUM GUIDE

MARKETING 20

MARKETING 30

This Guide is a service publication only. The official statement regarding the content of the course is contained in the Senior High School Program of Studies. The information in the Curriculum Guide is prescriptive only insofar as it duplicates the content of the Senior High School Program of Studies. As well as content, the Curriculum Guide contains methods of developing the concepts, suggestions for use of teaching aids and additional reference books.

Teachers of Marketing should also be familiar with the primary Curriculum Guide for The Business Education Program and Business Foundations 10 and 30.

This guide is printed on punched paper for convenience in filing it in a binder together with other business education curriculum guides, curriculum newsletters and bulletins as they are issued.

ACKNOWLEDGEMENT

The Department of Education acknowledges with appreciation the contributions of the members of the Marketing Ad Hoc Curriculum Committee to the preparation of this guide.

The Marketing Ad Hoc Curriculum Committee functioned under the guidance of the Secondary School Business Education Curriculum Committee.

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SECONDARY SCHOOL CURRICULUM GUIDE

Marketing 20

Marketing 30

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I. BUSINESS EDUCATION PROGRAM

The curriculum for business education has been developed to serve all students in Alberta's secondary schools. Its flexibility permits the selection of one or more courses to complement a program, or the selection of a group of courses to comprise a major area of study. The purpose is to contribute to the general education and to the vocational preparation of high school students.

II. GENERAL OBJECTIVES OF ALBERTA BUSINESS EDUCATION PROGRAM

1. To provide a meaningful study of the business environment including the ideas, people, and objects or tools of business.

2. To provide for the development and acquisition of business knowledge and skills which will be most useful and durable in a rapidly changing society.

3. To provide an opportunity for students to elect and pursue individual interests and specialization in the study of the business environment.

4. To provide for individual development in the behaviours of thinking, acting and feeling.

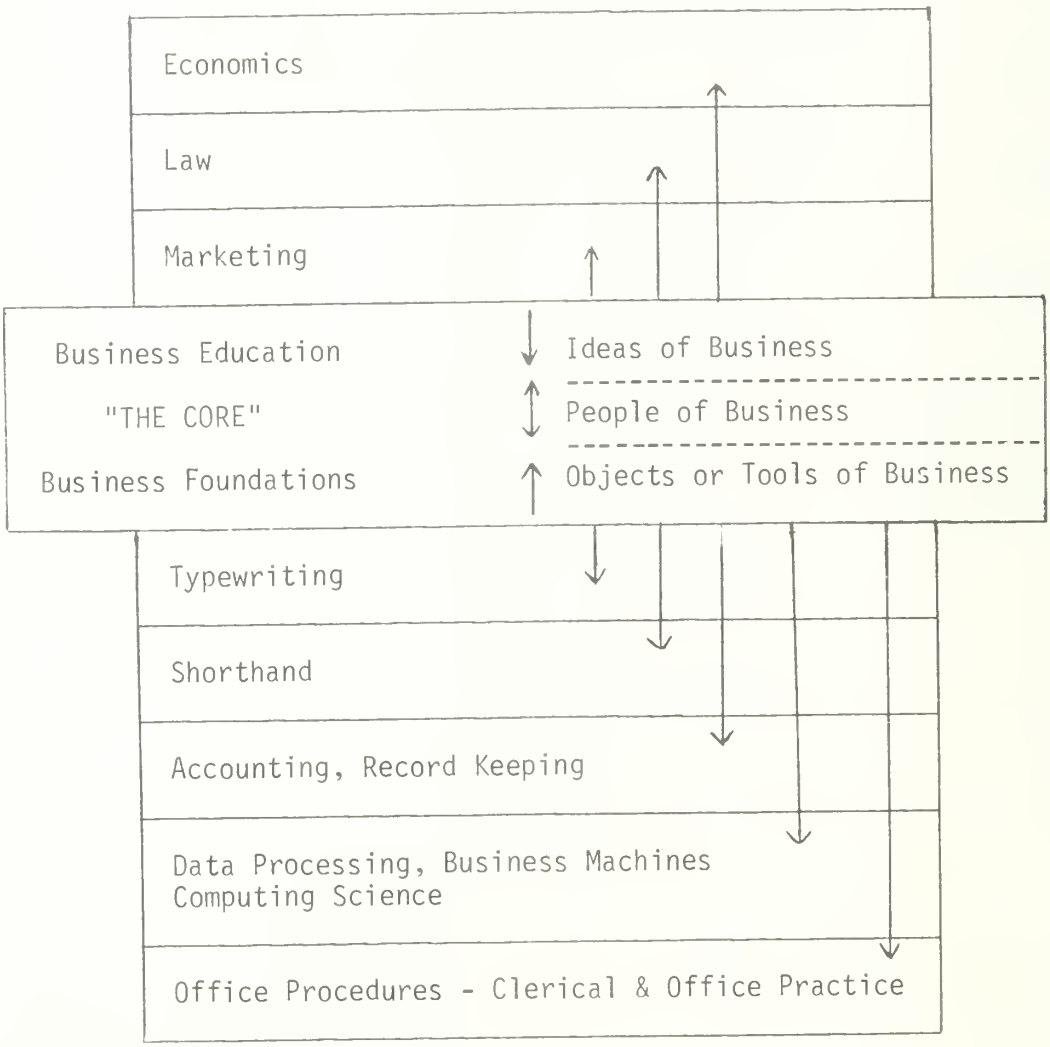
5. To develop the thinking strategies and problem-solving abilities of students.

6. To provide an opportunity for students to relate and apply learnings in business education and other areas of study.

7. To expose students to the vast laboratory of business for the purpose of acquiring information, gaining experience and testing ideas and hypothesis.

From the conceptual model explained in the Curriculum Guide for The Business Education Program and Business Foundations 10 and 30, and the preceding Objectives of the Alberta Business Education Program, the following blueprint was developed. It shows the relationship of the various subjects. Business foundations is the core of the program. Some subjects emphasize the ideas of business; others emphasize the objects or tools. People in business is the unifying aspect in all subjects relating the ideas with the objects and tools of business.

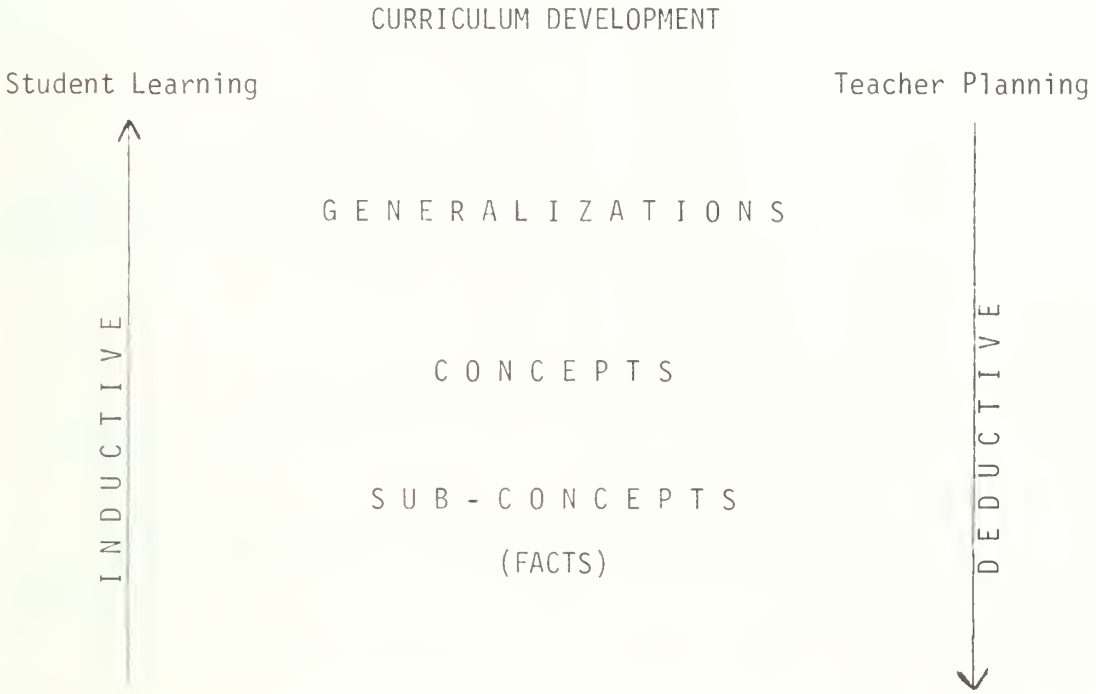
Blueprint of the Business Education Program



III. CURRICULUM DEVELOPMENT

Content in Business Education courses is organized around concepts, sub-concepts and generalizations. Curriculum guides provide additional teaching strategies and evaluation.

Curriculum committees, when organizing a body of knowledge, use either the inductive or deductive method. The diagram below may help to explain the relation that exists between the elements of a body of knowledge.



Facts and sub-concepts are taken to be items of specific information; concepts are categories of information and generalizations express the relationship between concepts. In planning a lesson, the teacher moves down this hierarchy whereas in learning, the student begins with the facts and moves upward.

The inductive approach was used in developing the course outlines for Marketing 20 and 30.

IV. INTRODUCTION TO MARKETING

Individuals in our society are surrounded by the most complicated market place that man has ever created.

Marketing is all around us. We are surrounded by facilities that carry *products* - goods grown, extracted or manufactured and available for sale. We are also surrounded by establishments that offer *services* - benefits or satisfactions that improve the personal appearance, health, comfort, or peace of mind of consumers. Getting goods (and the products needed in making services available) grown, extracted or manufactured to the consumer involves many activities such as selling, advertising, research, transportation, storage, and product planning. These activities make up the world of marketing - a world of people, products, action, and ideas.

The marketing program comprises two five-credit courses of instruction - Marketing 20 and 30. In Marketing 20, emphasis is on the study of the Canadian market system while in Marketing 30 students are provided with the various Canadian industries. The operation of a merchandising laboratory is an essential component in the teaching of both of these courses. Marketing 20 is a prerequisite to Marketing 30.

V. GENERAL OBJECTIVES OF MARKETING

1. To acquaint students with the significance of marketing in Canadian business, and with the occupational opportunities in marketing.

2. To provide a background from which the students can analyze the interaction between, and the interdependence of the various activities in marketing.

3. To assist the students in developing interpersonal attitudes and abilities which are necessary in marketing.

4. To provide opportunities for students to apply marketing principles and skills, and to enable them to evaluate and analyze their performance in relation to the expectations of the business community.

5. To encourage students to become sensitive to the need for adaptability required in order to meet the ever-changing demands of marketing resulting from the constant social, economic, and technological changes in society.

VI. MARKETING 20 (5 credits)

This is a general course of interest to all students in order to develop an appreciation of the significance of marketing in everyday life. It provides an overview of all aspects of the marketing process as it relates to Canadian business firms and consumers.

A. Primary References

R. Picard, Marketing a Canadian Profile, Pitman Publishing Company, 1972.

or

P. M. Banting, Marketing in Canada, McGraw-Hill Ryerson Limted, 1973.

B. Course Outline

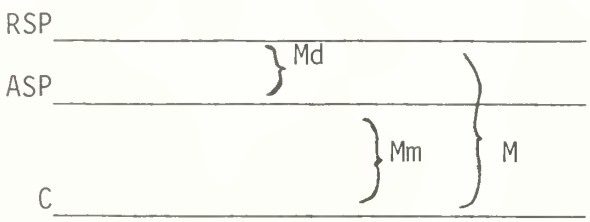
Concept 1 . . . Marketing in Canada (General Overview)

SUBCONCEPTS	GENERALIZATIONS
A. Role of Marketing in Canada	1. Marketing encompasses all the processes, activities and specialized organization that contribute to the satisfaction of consumer wants. 2. Marketing activities contribute to the productive process by creating form, place, time and possession utilities.
B. Magnitude of Marketing in Canada	1. In calculating the magnitude of marketing distribution and production activities are not clearly distinguishable.
C. Marketing Mix Product -- Service Price -- Value Promotions Place -- Transportation -storage Personnel	1. The amount of emphasis placed upon different parts of a business firm's total marketing program constitutes the marketing mix.
D. Other Marketing Mix Elements Standardization Containers Bolts Shipping Procedures Automatic Selling	1. Encompassed in the overall marketing mix are subsidary elements that need to be considered.
E. Government -- Marketing Relationships	1. A very large part of the environment for marketing is created by the government as a regulator of business. 2. Government influences the marketing environment in its roles as a protector, a participant, a promoter, and a purchaser.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. defines marketing from the consumer point of view; 2. defines marketing from the production point of view;	MARKETING IN CANADA, Banting, pages 1-6 MARKETING, A CANADIAN PROFILE, Picard, pages 2-6.
1. measures the magnitude of marketing in terms of costs incurred by retailers, wholesalers, manufacturers; 2. measure the magnitude of marketing in terms of number of persons engaged by retailers, wholesalers, manufacturers;	Use other materials: -collect newspaper clippings for discussion -discuss G.N.P. and market analysis -use Statistics Canada
1. defines and illustrates by example each of the marketing mixes; 2. lists five different products and shows the emphasis placed on the marketing of each product;	MARKETING IN CANADA Banting, pages 7-13, 198-203, 212-216 Study a product in terms of marketing mix.
1. gives examples and advantages of product standardization through packaging, procedures, methods, etc.; 2. lists products which lend themselves to automated selling; 3. predicts the future developments in automated selling;	MARKETING, A CANADIAN PROFILE, Picard, pages 95-97
1. enumerates examples of marketing regulations introduced by different levels of government; 2. assesses some of the regulations and their effect on the marketing environment; 3. identifies measurers used by government in its roles as a protector, participant, promoter and purchaser 4. predicts the effect on the marketing environment.	MARKETING IN CANADA Banting, pages 204 - 211 MARKETING, A CANADIAN PROFILE, Picard, pages 43-49.

Concept II . . . Price

SUBCONCEPTS	GENERALIZATIONS
A. Components of Cost Supplier's Invoice Price Production Costs Wages Interest etc. Freight & Handling Discounts	1. In determining his selling price (SP) the vendor must recover his invoice price, which includes a wide variety of costs. 2. The vendor must also recover his freight and handling costs. 3. Freight costs are influenced by a variety of factors such as shipment volume, repeat volume, carrier etc. 4. A variety of discounts may be available under certain conditions.
B. Components of Markup Expenses Profits Markdowns	1. In determining the selling price the vendor must add an amount in excess of his costs to cover his expenses, his profit and his markdown. 2. The vendor incurrs a variety of expenses in doing business. 3. Profit is the return for risk taking. 4. The "gross profit" portion of markup must include the wages the owner could have earned elsewhere, plus an amount, "pure profit" that is the return for risk taking. 5. Markdowns are an expense that must be allowed for in determining "selling price".

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student 1. lists the component parts of the supplier's invoice price; 2. identifies that freight and handling become part of the cost acquisition; 3. lists a variety of factors that influence freight costs; 4. lists a variety of discounts that are available, and when they apply; 5. examines the validity of the various discounts available; 6. examines the validity of the factors affecting freight costs;	Retail Merchandising, Wingate and Samson , P. 285 Obtain costing figures from a local plant to show components of production costs. Collect photocopies of invoices from local firms to show components of invoice price and discounts.
1. lists the component parts of "markup"; 2. states that Cost + Markup = Selling Price; 3. states that Cost + Maintained Markup = Actual Selling Price; 4. states that Selling Price - Markdown = Actual Selling Price; 5. states that Maintained Markup + Markdown = Markup; 6. recognizes the relationship of pure profit to the costs of the other factors of production; 7. recognizes that markdowns must be carefully controlled; 8. expresses profit margin and pure profit and markup as a percentage of selling price, and explains why; 9. compares fixed and variable expenses; 10. compares direct and indirect expenses.	Using the chart below, solve related mathematics problems:  RSP - Retail selling price ASP - Actual selling price C - Cost M - Markup Mm - Maintained markup Md - Markdown

SUBCONCEPTS	GENERALIZATIONS
C. Factors Influencing Markup Perishability Turnover Workroom Costs etc.	1. A number of factors influence markup.
D. The Influence of the Marketplace Supply Demand Competition	1. Supply and demand interact to establish price. 2. Products can have an elastic or an inelastic demand and supply curve. 3. There are a variety of market conditions which effect pricing. 4. Regardless of the C + M = S P formula the marketplace conditions are the ultimate determinants of price.
E. Future Trends	1. Based on today's inflationery trends perhaps greater controls and guidelines may have to be implemented.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. lists the factors which influence markup;	
1. defines and examines the concept demand curve;	MARKETING - A CANADIAN PROFILE Picard, P. 127-160.
2. defines and examines the concept supply curve;	
3. defines and examines the concept utility	
4. defines and examines the concept marginal utility;	
5. defines and examines the concept diminishing utility;	
6. defines and examines the elements of a perfectly competitive marketplace;	
7. defines and examines the elements of a monopolistic marketplace;	
8. examines the validity of having certain goods or services provided by a monopolistic enterprise;	
1. discusses proposed types of controls.	
2. suggests different types of controls.	

Concept III . . . Product

SUBCONCEPTS	GENERALIZATIONS
A. Market Demand Existing Created Future	1. Consumers create demand by having unfulfilled needs. 2. Producers create and increase demand through advertising and promotion.
B. Market Research	1. The feasibility of placing new products on the market must be weighed for unfulfilled needs, acceptance, cost factors, legal factors, sampling, long-term and short-term needs.
C. Quality and Quantity	1. Production cycles are planned around market-demand. 2. Quality is based on market requirement, planned obsolescence, etc. 3. Quantity is based on such things as style, fashion, seasonal market, market segment, etc.
D. Branding	1. Manufactured products can be identified by a brand or trade name. 2. Most common types of identification used are company names, words implying quality, geographical locations, and coined terms. 3. There are both national and private brands.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student 1. defines terms; 2. lists and explains methods used to create demand; 3. explains advantages to the market of increasing product demand;	Discuss simple supply demand graph (see Picard pages 143-148) Have students select a product and try to define whether demand originated from consumer or producer-fashion changes, car models. References: Dictionary, Picard, Banting
1. explains the advantages of market research to both the producer and the consumer; 2. lists and explaines three legal problems that could arise on a new product without market research; 3. lists and explains merits of at least three methods of market research techniques;	Collect articles from newspapers and consumer magazines. Invite speakers from the community, real estate, banks, various entrepreneurs. Each student develops a non-existant product and plans a research program to find a like product and evaluate time, place and quantity. Develop a questionnaire, circulate and evaluate results.
1. defines terms and explains advantages and disadvantages of planned obsolescence and relates quality and quantity to costs;	Discuss with local manufacturers or producers (farmers, dairymen) and prepare class reports. Why do businessmen diversify or do not diversify? Survey local repair service industries on frequency of repair to various brand names.
1. lists and explains necessity and value of brand names; 2. lists laws and regulations pertaining to trade marks and brand names; 3. lists five trade names that he considers to be reliable and explains why.	Have students collect brand names from products they use at home, develop a collage for the bulletin board examine the similarities and sales-effect of names of similar products.

SUBCONCEPTS	GENERALIZATIONS
E. Packaging and Labelling	1. Packaging and labelling are essential for both the protection of product and for convenience as well as sales and competitive reasons. In packaging and labelling consideration is given to lowering costs providing shipping convenience.
F. Servicing and Warranty	1. Manufacturers' warranties usually cover defective parts and materials. Servicing such as installation, repairs to, and replacement of, defective parts may be carried out by factory representatives, franchised repair service industries, wholesalers, retailers, dealers.
G. Product Classification	1. Products are divided into two main classes: those that are essential to the consumer and those that he chooses for other reasons. A further division is made between those that are essential or discretionary to the consumer and those that are essential or discretionary to the industrial user.
H. Service as a Product	1. Service is often discussed as an intangible product which is offered for sale and is often part of the tangible products by means of installation, repair, credit.
I. Product Differentiation Size Promotion Model Service Services Branding Packaging Quantity	1. Manufacturer changes his product or products from similar competing products through the means of size, model, quantity ...
J. Future Trends and Projection	1. Increasing leisure time will require a greater emphasis on products geared to this area. Costs and problems involved in distribution of goods promotes the miniaturization of existing products.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. lists reasons and explains changes from early packaging methods: 2. lists at least five advantages and/or savings that result from packaging research -to consumer -to producer	Examine local stores to find unique or clever packaging methods. Develop a package for the product developed in (B2).
1. defines and explains terms such as franchise, dealers, and warranty; 2. explains difference between warranty and guarantee;	Collect sample of warranties and guarantees. Examine these through class discussion. Survey repair service people to determine how much of their business falls into this category.
1. lists ten goods and classifies them as to consumer or industrial goods; 2. defines and explains the differences between essential goods and discretionary goods; 3. classifies the list of ten goods, selected as consumer or industrial goods as essential or discretionary;	
1. explains services; 2. lists five service industries; 3. defines product differentiation and gives examples of each type;	Have a banker discuss credit as a marketing service.
1. Illustrates the differences between five products with which he is familiar and five similar products (Obvious Example). "Stripe" toothpaste and "lose up" toothpaste;	Collect labels and/or ads of similar products.
1. lists five ways producers use change; 2. demonstrates and analyzes three modern product changes;	Compile a list of new products described in Financial Post, Popular Mechanics, etc.

Concept IV . . . Promotion

SUBCONCEPTS	GENERALIZATIONS
A. The Responsibilities of Promotion	1. All goods and services produced by the economy must be moved. 2. Promotion of goods and services are attained by sales promotion, publicity and public relations, personal selling and advertising. 3. Management must maintain the quality of the product in order to stay competitive. 4. An important component of promotion is service to the customer. 5. Adequate testing of new advertising approaches, implications of consumerism, erosion of caveat emptor are essential. 6. Waste and extravagance in advertising and promotion need to be scrutinized. 7. Advertising and promotional budgets are continually reviewed. 8. Merits of promoting dead or slow lines need to be considered. 9. Promotional organization and effectiveness of the sales force are continually analyzed.
B. Techniques and Tools of Promotion	1. Various methods are used by promotion people for increasing sales. 2. Sales promotion entails selling both tangible and intangible products; i.e., goods and services.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. a. defines promotion; b. illustrates the need for sales promotion and its difficulties due to economic factors;	Determine G.N.P. of Canada, each province, and larger cities. (Canada Year Book)
2. assesses or evaluates that in most competitive products or services, there is very little, if any, essential difference;	Compute percentage of G.N.P. in terms of goods and services specifically. (MARKETING RESEARCH by D'Amico-McGraw-Hill, Marketing in Canada by Banting, McGraw-Hill)
3. identifies services provided in the sale of both goods and services;	Ascertain the portion of the labor force that is employed in promotional type of work, and the portion of G.N.P. that is comprised of essentials and luxuries. (THE CANADIAN PROFILE, by Ralph Picard, Pitman Publishing Co.)
4. identifies examples of product change and improvement, style cycles, etc.;	
5. lists recent changes in promotion due to pressure of consumerism;	
6. lists possible examples of "dollar dribble" which occurs in good times and is cut in slow times;	Students operate a school store where school supplies, athletic supplies, and confectionary items are sold. Sales promotion, record keeping, purchasing, inventory control, etc. should be viewed as essential student activities.
7. assesses budgetary requirement, proposes budgetary allocations and proposes sales quotas;	A term paper dealing with a relevant subject of a student's choice is highly
8. recognizes the causes of slowness in sales of some products and lists examples;	Students should be encouraged to clip current events related to marketing and bring them to class for discussion.
9. gives examples of methods of increasing sales;	Guest speakers from primary, secondary and tertiary industries usually provide a wealth of information on current industry trends and is valuable to both student and teacher.
1. examines and recognizes the various tools used in sales promotion;	
2. lists or enumerates the various channels of distribution and recognizes why different products and services are sold through varying distributive channels;	

SUBCONCEPTS	GENERALIZATIONS
C. Evaluation of Promotion	1. The vast expenditure of sales promotion must be tested for effectiveness. What does the future seem to hold for sales promotion.
D. Future Trends	1. Promotional techniques and means are changing continually.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. examines the need for evaluating the success (or lack of it) in sales campaigns; assesses or predicts sales promotion trends in the future from the point of view of consumerism and the changing work ethic; 2. indicates five possible changes in promotion techniques such as, television buying, etc.	The school store (laboratory) should be equipped with a display window. Students enjoy decorating it and also, enthusiastically make posters. flyers, etc. in preparation for sales at Halloween, Christmas, Valentines, Father's and Mother's Days, etc.

Concept V ... Place

SUBCONCEPTS	GENERALIZATIONS
A. Concentration of Population	1. In considering the concentration of population one needs to consider the national or international market, provincial or local market, urban or rural market.
B. Concentration of Industry	1. A concentration of competitive industries may draw trade (traffic) and benefit your business. 2. In selecting a location, consideration is given to whether unrelated business will compete for, or draw labour to the area. 3. The concentration of industry may determine whether real estate investors would be willing to supply leased space and/or land. 4. As industry concentrates, marginally needed goods and services are more apt to be provided in the local area.
C. Socio-Economic and Ethnic Factors	1. Ethnic groups when located in a common area tend to maintain old customs; (e.g., food, dress, and entertainment). 2. Cultural background is a strong influencing factor in the development of buying habits. 3. Cultural background and ethnic grouping may affect work habits and attitudes of employees.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES

The student

1. illustrates the population distribution in Canada:
   a) Nationally
   b) Provincially

2. gives examples of population in two rural and three urban areas in Alberta;

In order for a businessman to make a rational choice of a business location he must decide on the basis of alternatives. Since it is obvious that a number of locations will be better than all the others it is then a matter of picking all the possible locations and eliminating until the best remains. A systematic process of elimination would utilize all the subconcepts as well as dollar costs.

It may be very beneficial for students to go through the exercise of choosing a site for a hypothetical business.

Guide Lines:

a) Choose the type of business to be located.

b) Choose at least five suitable locations for the business you have chosen.

c) Make a list of the advantages and disadvantages, based on your study of the concept PLACE, for each alternative site.

d) Based on the above findings, write a short but reasonable argument to support your ultimate choice of the best location for your business.

1. demonstrates by example how competitors may draw traffic, and, in fact, create a net increase in your business;

2. gives examples of a cross section of the labour force in an Alberta area and indicates whether increasing industry competes for existing labour or draws new labour to the area;

3. lists five marginally needed goods and/or services related to a chosen industry and illustrate the apparent benefits to that industry;

1. illustrates an ethnic group that exists in the community and a custom that seems to have been maintained;

2. identifies a cultural factor that would have to be considered when selling to the above ethnic group;

3. identifies three cultural and/or ethnic factors that would affect their work habits and how the employer may deal with the problem;

SUBCONCEPTS	GENERALIZATIONS
D. Middleman Concept and Channels of Distribution.	1. The middleman is often considered to be an element of business which tends to increase prices for little or no return to the consumer whereas the reverse is more often true. 2. The Canadian market system provides a full range of distributional channels or networks. 3. The choice of distributional channel depends mainly on the type of product. 4. The savings affected by volume purchasing and storing by middlemen may be related to mass production savings; i.e., economy of scale.
E. Transportation	1. Every business requires transportation facilities suitable and sometimes peculiar to its particular operation. 2. Not all places have a complete range of transportation facilities therefore some judgement must be made when choosing a location as to which means of transport are necessary and which are unnecessary.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES

The student

1. explains the relative advantage of the middleman to the consumer;

2. constructs a chart showing the multiple channels of distribution in Canada;

3. identifies three distributional systems and gives an example of the type of product that may best suit each;

4. defines economy of scale;

5. defines long channel distribution;

6. demonstrates in essay form the economy factors that may exist in a long channel distributional system;

1. lists a number of types of businesses and the related transportation facility or facilities;

2. identifies the necessary and the unnecessary (but beneficial) methods of transport;

3. defines: way bill
demurrage
trackage
traffic manager
etc.

Each student may choose a particular type of business and go into the community to question operators of this kind of business as to why they located where they did. It may be beneficial for the student to prepare a check list of the subconcepts of this unit to provide him with reasonable questions to bring data back to class.

Someone in the community who is trained in selecting business sites may be a guest speaker, e.g., Real estate commercial salesman, bank manager, Chamber of Commerce director, business management consultant.

References:

1. MARKETING - A CANADIAN PROFILE, Picard, Chapters 2, 7, 8, 9, 12, 17, 32 and 34.

2. MARKETING RESEARCH --D'Amico Case 13 p. 102, Case 7 p. 64, Introduction pps. 15-21 incl.

3. MARKETING IN CANADA, Banting Part 2, pps. 14-39 incl.

4. BUSINESS PRINCIPLES & MANAGEMENT, Shilt, Everard, Johns Chapters 1, 2, 3, & 11.

5. RETAIL MERCHANDISING, Wingate & Weiner, 6th Edition, Chapter 3.

6. RETAILING PRINCIPLES & PRACTICES, Richert-Meyer-Haines, 5th Edition Unit II.

SUBCONCEPTS	GENERALIZATIONS
F. Building Facilities	1. Building facilities may be constructed, bought, or leased. It requires careful consideration of alternatives when making the choice. 2. In making the above choice expenses such as interest rate, rental rates and depreciation must be considered. 3. In making the choice between leasing and owning there must be understanding of alternative use of capital and the multiplier effect of inventory investment.
G. Labour Force	1. A well planned use of capital and labour can pay dividends to the businessman. 2. Labour, like capital may be attracted to a specific place of business; but it should not, or perhaps cannot, be manipulated as can capital. 3. When choosing a place of business the following need to be considered: a) Is there a sufficient number of workers? b) Are they qualified, or must they, and can they, be trained? c) Are the people in the area stable or transient?

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES

The student

1. explains "choice from alternatives";

2. defines: expense
   interest
   rent lease
   depreciation

3. prepares a chart showing the relationship of the expense features;

4. explains turnover rate and gives a sample calculation showing the result of a particular investment in real property as opposed to an inventory investment with a four times turnover and with an eight times turnover;

1. compares labour use and benefit to capital use and benefit;

2. lists the features of a place which may draw labour or the features which may in fact keep them away, or at least, make it unlikely for them to stay;

3. constructs a personnel inventory chart which may be used by a businessman to determine the labour supply in a given place.

SUBCONCEPTS	GENERALIZATIONS
H. Services	1. Business requires all or many of the following services: a) financial b) land and building c) utility d) recreation e) professional architectural accounting legal medical
I. Future Trends and Projections	1. We are said to be living in the global village and it becomes increasingly important for business to recognize the environmental changes that are taking place.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. lists the services needed by business and explains how each is utilized;	
1. predicts possible changes to take place regarding each of the concepts of place.	

Concept VI . . . Personnel in Marketing

SUBCONCEPTS	GENERALIZATIONS
A. Communications	1. Effective communication is a two-way process. 2. To avoid misunderstanding, the sender of a message must be careful to fashion it so that its meaning is clear to the receiver. 3. Improving communications is facilitated by making proper use of feedback. 4. Facilities for communication are many and varied.
B. Managerial Styles Authoritarian Democratic Laissez-Faire	1. Management's authority, and management's ability to get subordinates to respond to that authority is dependent upon its relationship to those subordinates. 2. If management is to adjust to changing conditions, it must be prepared to both introduce and adapt to changes.
C. Personnel Functions Managing	1. Sensitivity and empathy toward employees are requisites to good staff relations.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. prepares a message which will transmit instructional information; 2. acts on transmitted messages and provides feedback to the originator; 3. lists and describes the various methods of communication transmission; 4. prepares inter-office memos and business letters and offers them to his peers for interpretation and criticism;	Use guest speakers to explain to students the services of CP-CN Telecommunications, and AGT telephone techniques. Telex and microwave transmissions, satelite relays etc. could be discussed. Set up various styles of typewritten business letters and practise composing routine letters.
1. prepares a comparison chart and completes the information about the three main management styles. 2. By use of a basic line staff chart shows how various communications lines are initiated and maintained.	Roleplaying to emphasize the differences in techniques allowing students to assess their choice of style, and listing reasons for selection. (Human Behaviour in Organizations; Sayles & Strauss, Prentice Hall, 1966)
1. solves a merchandising lab situation simulated to present a typical management problem; 2. evaluates the recruiting attraction of job want ads; 3. collects, classifies, and compares job application forms;	Use the school store to develop these objectives. Refer to the suggestions in this Curriculum Guide for operating a lab.
4. lists a variety of capability requirements for several types of jobs and indicates the level of skill or education required for each job.	Analyse job requirements as students rotate through various activities as managers and staff.

SUBCONCEPTS	GENERALIZATIONS
C. Personnel Functions	
Education	5. Development of company loyalties among employees leads to greater harmony in business.
Evaluating	6. Periodic analysis of employer and employee performance often results in promotions.
Renumerating	7. Wages, salaries, profit sharing schemes and fringe benefits often contribute to job satisfaction (acceptance).
Training	8. Employees preparing for their jobs, and continuing with in-service up-grading improves efficiency and employee customer relations.
D. Labour Relations	1. Although there may be little or no apparent conflict between labour and management both groups see situations in different perspective.
	2. Maintenance of a stable work force relies on continual revision of working conditions and employee benefits.
	3. Union organizations play a major role in employer-employee relations.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
5. organizes a line-staff structural chart;	
6. examines a variety of motivational processes;	contact insurance companies, retail chain stores, car and implement dealers, etc., to ascertain the kinds of contests that are used as incentives for sales staff performance, the types of prizes offered and the basis for awards.
7. prepares an evaluation form, from which he can collect and analyze performance, and appearance of his employees;	the teacher and student manager evaluate the student employee performance for the week.
8. collects and classifies various wage scales, commission rates and fringe benefits for selected businesses;	refer to the Alberta Salary and Wage Rate Survey issued by Alberta Treasury Bureau of Statisitcs. Analyze salary earnings for various types of industries in different Alberta centres. Survey local industries to discover fringe benefits that are offered to similiar groups of car dealers, legal offices, manufacturers of similiar products, etc.
9. obtains information about a variety of company sales training and in-service development programs and present their findings;	survey a variety of local industries and businesses to ascertain types of company sponsored training programs availabel to employees; e.g., office procedures used by Ford mechanic training (factory), Dale Carnegie, Toastmaster Club.
1. lists and describes types of union organization;	Use guest speakers to explain public relations activities used by business and industry.
2. describes a variety of union functions such as arbitration, negotiation, etc.	Examine various trade union handbooks.

SUBCONCEPTS	GENERALIZATIONS (Needs of People)
E. Public Relations	1. The image of the marketplace is directly related to the development and application of sound public relations programs and their continual revision and upgrading.
F. Future Trends and Projections	1. Automation and cybernation are contributors to changing conditions and must be interpreted in such a way to prevent panic and disillusionment to work and employment.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
1. lists factors which contribute to developing good public relations with consumers.	Survey community to discover why people prefer shopping at specific business establishments; e.g. Macleods, Marshall Wells, Eatons, Co-op local stores, mail order, etc.
1. responds to change factors introduced into case study materials, developing reasons for his decisions.	

VII. MARKETING 30 (5 credits)

In this course emphasis is placed on preparing students for careers in marketing through the study of related personnel functions in various Canadian business firms and governments.

A. Primary References

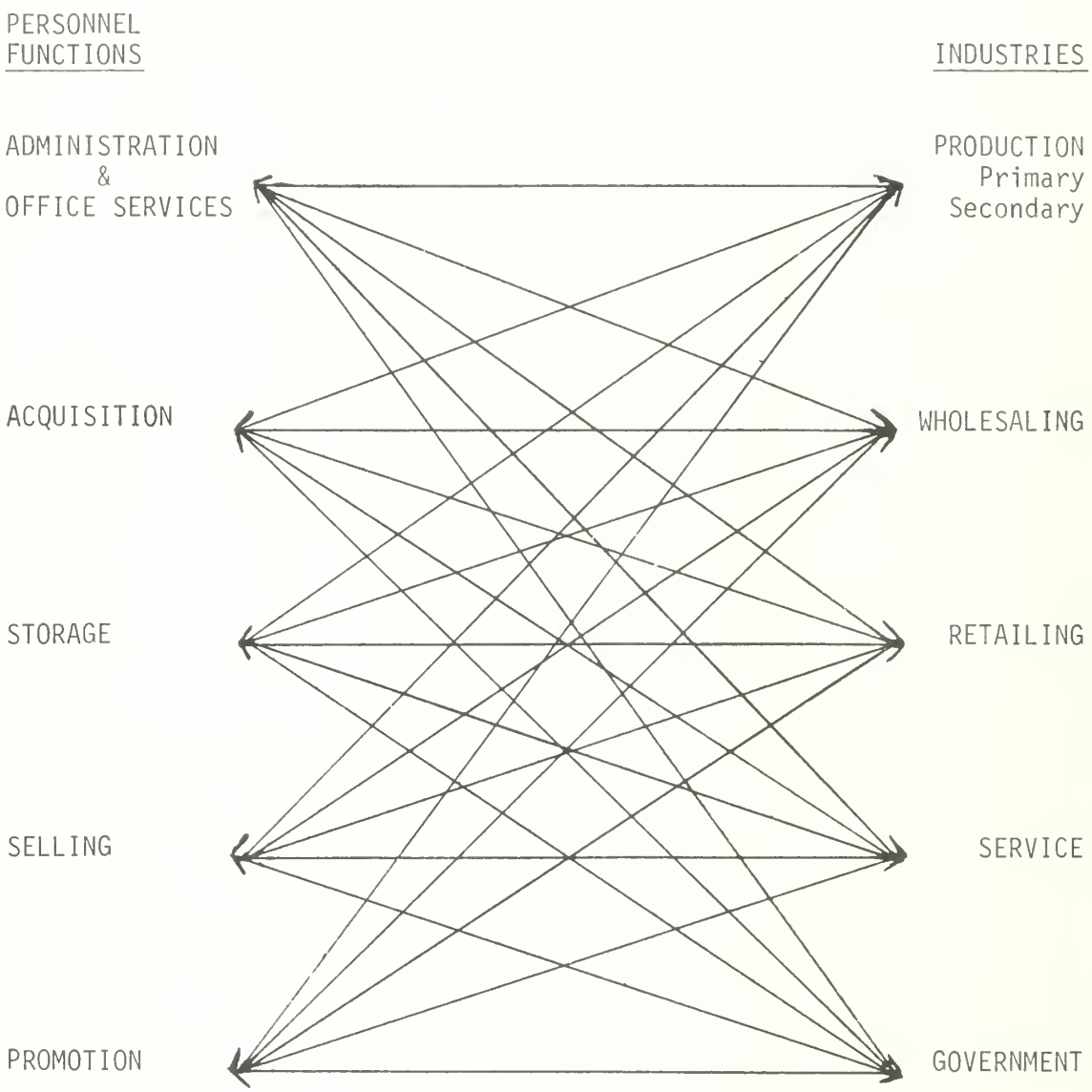
It is suggested that the following books constitute the basic reference materials for Marketing 30. For example, eight or ten copies of each title should be sufficient for an average class size.

Shilt, R.A. et al, Business Principles and Management 6th edition, 1972, South-Western Publishing Co.

Oliver, R.E., Advertising, McGraw-Hill Series in Marketing, McGraw-Hill Ryerson Limited, 1969.

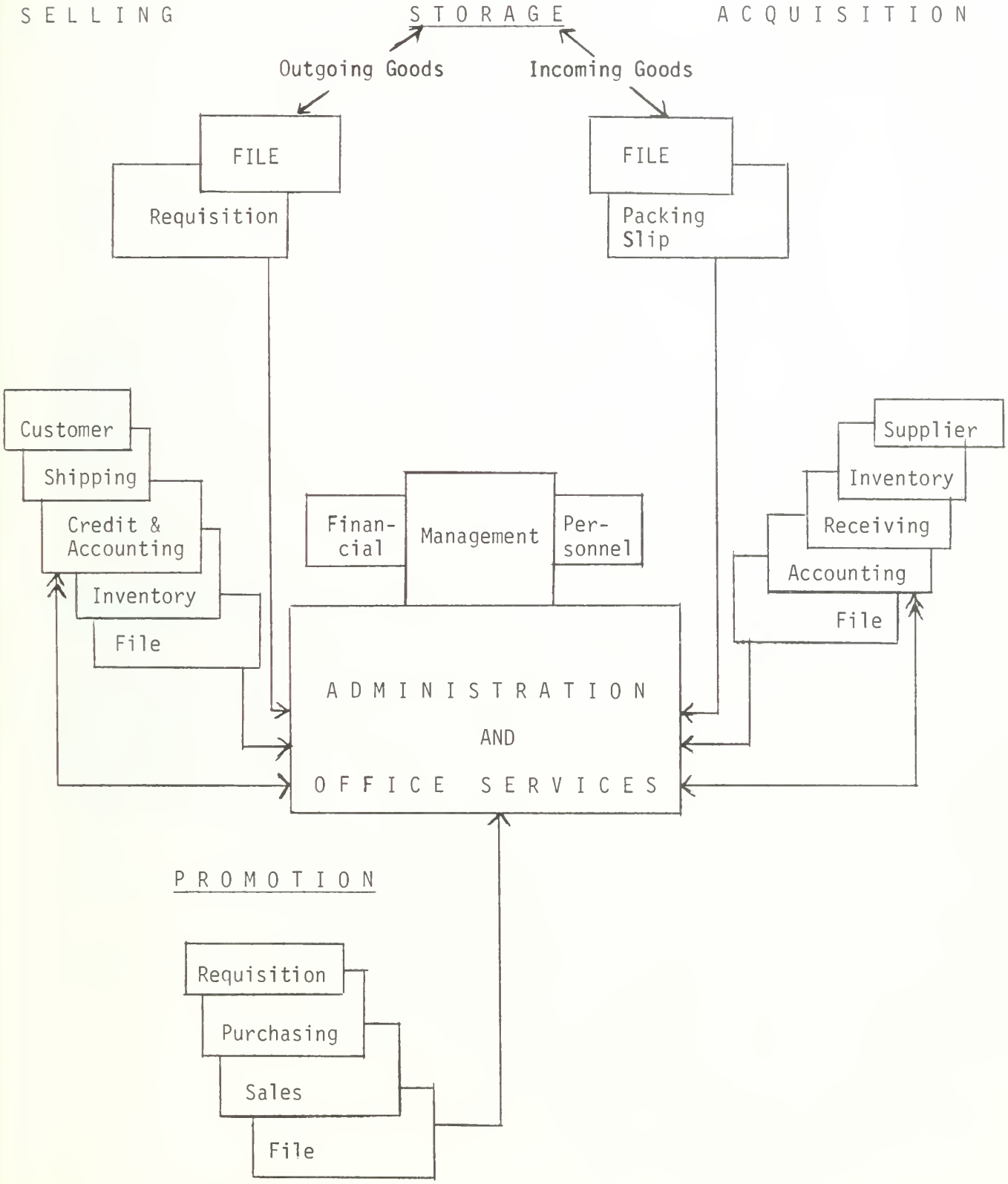
Ernest, J.W. and Ashmyn R.D., Salesmanship Fundamentals, 4th edition, 1973, McGraw-Hill Book Company.

B. Course Content - Marketing 30



In Marketing 30 emphasis is placed on the study of personnel functions noted above in the various business enterprises. The objective is to study all functions in one or two selected industries. However, an opportunity should be provided for students to study in depth one or more personnel functions in selected industries.

INTERRELATIONSHIPS OF PERSONNEL FUNCTIONS



Concept 1 . . . Administration and Office Services

SUBCONCEPTS	GENERALIZATIONS
A. The Entrepreneurial Process	1. Risk involves competition, price change, consumer demand change, general economic conditions.
	2. Businessmen must be able to analyze apparent causes of losses and/or failure.
	3. Businessmen (capitalists) invest money in business with the intention of producing a profit or earning income from the investment.
	4. Beyond the purely financial rewards there are other motivating factors which drive entrepreneurs to take risk.
	5. Many entrepreneurs have a highly developed sense of obligation to society.
B. Forms of Ownership	
Unincorporated	1. The two major forms of unincorporated ownership in Canada, are sole proprietorship and partnership.
Incorporated	2. Such forms of ownership as limited liability company, holding company, cooperatives, etc., will fall under the incorporated category.
Public (Government)	3. More and more enterprizes are government owned, either outright or partial. (i.e. shared with private owners.)

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. defines "The Entrepreneurial Process"; 2. explains how each of the factors in the generalization #2 will affect the entrepreneur; 3. researches and constructs a report on one method of business problem solving; 4. evaluates in writing the "Profit Motive"; 5. identifies other motivating factors, e.g. creativity; 6. identifies and explains obligations e.g. to the customer;	Some of the behavioural objectives are constructed in such a way as to lend themselves as lab activities. See subconcept C objectives 4, 7, 8, and 9. Since there are many ways to manage a business successfully it may be beneficial to have a series of community speakers. Questions and answers may be recorded (written or taped) for later discussion.
1. lists the advantages and disadvantages of sole proprietorship; 2. lists the advantages and disadvantages of partnership; 3. lists the advantages and disadvantages of a limited liability company. 4. discusses the relative merits of the above forms of ownership given a number of varied circumstances.	Students may organize a series of questions based on the subconcepts and have a panel of four or five businessmen answer these questions (Note that at least an 80 minute class would be required to carry out this particular activity).

SUBCONCEPTS	GENERALIZATIONS
C. Management Functions	1. Management is the process of achieving the goals of an organization by utilizing people and other resources. It is an ongoing and dynamic process.
The Planning Function	2. Goal setting and considering ways of attaining the goals are essential to the growth and life of a business.
	3. Goals may be long-term or short-term.
	4. Many devices and systems are utilized to facilitate good planning.
The Organizing Function	5. Organization is to structure or arrange relationships between people, the work to be done, and facilities so that goals are achieved.
	6. The pyramid type of organizational chart may facilitate a better understanding of the organization.
	7. There must be a division of labour.
	8. Responsibility without authority is administrative sadism.
	9. Responsibility is assigned and authority delegated.
	10. Job descriptions indicate to each member of management his scope of responsibility etc.
	11. Lines of communications clearly defined and understood promote organizational unity.
	12. Committee management may be used to cut across lines of the conventional systems.
	13. Ad hoc management may be utilized to solve the problem of managing short-run projects.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. lists five other resources utilized in business; e.g., money;	Students involved with the school store as supervisors should be challenged to relate the theory to the practice.
2. explains the ongoing and dynamic nature of management;	
3. lists five planning devices utilized by management;	
4. produces three organizational charts illustrating the three current organizational systems;	Students draw organizational charts.
5. explains the relative advantages and disadvantages of the three systems above;	
6. explains the related generalization;	
7. lists and explains the details that should appear in a job description;	
8. illustrates by the use of organizational charts the lines of communication that best promote unity and efficiency;	Students, through color coding or special line construction, etc., indicate the communication channels.
9. illustrates through the charts, unity of command and a reasonable span of control;	
10. lists the "Do's and Don'ts" of supervisory leadership;	
11. identifies the various people with whom management must communicate;	
12. assesses the problems of communications;	
13. identifies and explains the systems used to judge the efficiency of the operation.	

SUBCONCEPTS	GENERALIZATIONS
The Leadership Function	14. Any good leader must be concerned with the morale of his employees, i.e. human relations
	15. It is important that the executive provides leadership.
	16. In order to lead in a modern society one must be able to utilize communications skills.
The Controlling Function	17. Control involves judging the success of meeting the goals and then taking corrective action, if necessary.
	18. So that control can be maintained in an orderly fashion a number of systems have been devised.
	19. Controls involve people, therefore they need to be created with care and explained adequately to win employee support.
D. Management and Government	1. More and more government regulations seem to be required in business, thus management must have a working knowledge of business law.
E. Importance of Keeping Records	1. Some records are required by law, others are dictated by common sense and good business practices.
	2. Accurate information is required to make management-decisions.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
14. lists and explains the details that should appear in a job description.	Construct job descriptions suitable for a school store manager and clerk.
15. lists particular controls that may be misunderstood by employees;	Students may be asked to give a written analysis of control systems used in the school store and evaluate their effectiveness. It may be that if some are discovered to be ineffective suggested improvements could be made.
1. lists and explains particular laws that relate directly to managers of marketing enterprizes, e.g. building and zoning laws;	Students research through the municipal government and/or a lawyer the legal controls on business.
1. lists records required by law and explains their function; 2. lists forms for internal use and those for external use and will indicate an understanding of the value of records in management decisions;	Design forms for use in school lab. Consider why and how these forms will help in future decisions, Schill, page 441 - References: 1. BUSINESS PRINCIPLES & MANAGEMENT Shilt, Everard, Johns Chapters 4, 5, 28, and 29. 2. BUSINESS ORGANIZATION & MANAGEMENT, Lynn, Acland Chapters 4, 7, 16. 3. MARKETING & DISTRIBUTION, Mason & Rath Unit 12. 4. MARKETING IN CANADA, Banting- Part 9. 5. MARKETING, Heidings Field & Blankenship.

SUBCONCEPTS	GENERALIZATIONS
F. Necessary Records	1. By recording the history of a firm the owner can profit from his mistakes or errors in judgement; establish hiring policies.
	2. The balance sheets and profit and loss statements are useful tools in planning.
	3. Records of payrolls for government returns and level of training are used for internal promotions.
	4. Promotions must be communicated to purchasing and sales to ensure adequate stocks, etc.
G. Collecting & Recording Information (DATA)	1. Collecting and recording information (data) are two primary tasks in most business operations which take place almost simultaneously.
H. Processing Information	1. Information must be routed to proper departments for handling.
I. Storing and retrieving of Information	1. Much of the information gathered must be stored for later use.
J. Customer Service	1. Customer service is an integral part of sales promotion as a central office responsibility.
K. Mail Room	1. An important part of a business is the mail service for distributing incoming information to appropriate departments.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. defines assets, liabilities and terms used in balance sheets and profit and loss statements. The student will demonstrate by drawing up a simple profit and loss statement, showing revenue, cost of goods sold, and expenses to arrive at net profit;	Establish payroll system for lab (marks, points) time cards. Do weekly profit and loss statements.
2. lists information required for payroll and calculates a simple payroll with, hours, pay, deductions for UIC, Income Tax, CPP;	
1. uses information collected by, telephone, word of mouth, mail etc. and records it properly in the form of words, numbers, symbols, by either handwriting, typing or key punching;	Use inter-office memos to issue instructions, A.G.T. will supply telephone sets for techniques, verbal messages, etc.
1. constructs a flow chart for routing of information on purchasing, selling, and cash control;	
1. creates a simple filing system in chronological, alphabetical, and numerical order;	Survey various methods of filing in business community--microfilms tape, computer etc. Use class discussion--advantages of space saving, ease of retrieval.
1. lists controlled customer service, such as credit, financing purchases, free installations, delivery, repair and/or replacement;	Speakers from finance companies, bank managers, essay on cashless society, credit-card buying, etc.
1. functions of mail clerk;	Explain use of postage scale, postage meter. Have personnel from post office explain postal services. Use actual equipment from school office or other source.

SUBCONCEPTS	GENERALIZATIONS
L. Office Staff and Central Files	1. The office operates as a clearing house for the various departments.
M. Personnel, Financial, Management Departments	1. Personnel, finance and management are closely related to each other and to office services.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. constructs and maintains a master file on one or more operations of the marketing lab, (see flow chart).	
1. lists the areas of authority which properly belong in these departments.	

Concept II . . . Acquisition

In all aspects of marketing, the sources of goods whether parts, supplies or materials, must be decided. This section deals with the location and selection of sources of supplies.

SUBCONCEPTS	GENERALIZATIONS
A. Supply Analysis	1. Since most businesses want to establish and maintain a good business reputation, sound decisions must be made concerning both quality and quantity of goods to be produced or marketed.
	2. Consumer goods must meet certain specifications, therefore they must be assessed thoroughly before any buying decisions are made.
Quality	3. Information concerning the specifications of parts, supplies, and materials should be in the possession of the purchasing agent.
Location	4. Sources of goods may be local, distant, or in some other country. Such information is vital to the purchasing agent.
Availability	5. Current information about supplier's performance capabilities is essential.
Delivery	6. Knowledge of types of carriers and delivery times may be of great importance.
Price	7. Cost of goods together with added costs of transportation and handling must be considered.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student 1. defines reputation and explains how a reputation is established and maintained by a business organization through the quality of the goods or services produced or sold. 2. lists the various minimum standards set by a variety of manufacturers and relates them to consumer expectations.	Discuss reputation, its meaning, its value, the acquisition and development of good reputation and possible means of maintaining and/or improving it. Discuss trade names, product names and identities, the use of franchises in establishing both uniformity and conformity, which tend to stabilize the reputation once established (eg. A & W Hamburgers are similar across the nation). Analyse such as pottery industry selling pieces required as a "basic dinnerware set" and then add to that "extras" or "convenience pieces". Compare plate sizes. Who set them? And why do consumers buy them? Should they be larger diameter? or smaller? Should the extras be part of the basic set?" Select any area of interest to develop this train of thought.
3. names the various means of determining sources of information related to product specifications, location of material sources, and the availability of delivery of goods.	Research the various information sources through local businessmen to ascertain how they arrive at decisions on where and when to buy. Trade magazines and journals, periodicals etc. can be made available for perusal during school time.
4. names major transportation methods, and list varieties of carriers used in each method.	Discuss varieties of transportation methods used, types of special carriers or equipment used in each instance. Field Trip truckers terminal, freight switching operations, steamship office, brokerage firms which arrange for transportation, import offices. Guest Speakers Key personnel from above mentioned types of firms.

SUBCONCEPTS	GENERALIZATIONS
B. Demand Analysis	1. A review of new product availability, consumer demands and market conditions should be made systematically.
Prior Consumption	2. Usage of similar or previous products must be known.
Competition	3. Knowledge of competitive product availability is essential.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
1. identifies components of Supply/Demand graph, and names factors contributing to changes;	Survey students and others concerning willingness to buy a selected product at varying prices and determine suitable price to obtain maximum volume of sales. Introduce factors which would affect price (cost) of goods, such as negotiated wage agreement and students determine how this will affect selling price and/or volume of sales.
2. indicates possible repercussions of such changes, either to demand or supply;	Discussion of recently introduced goods for which there is already a demand or for which a demand has to be created: eg. a new car, garbage compactors . . . Reference: Marketing in Canada, Banting.
3. classifies products by similarity, and equates their availability and pricing: a. comparing current products with former products and, b. indicating variations among similarly priced products.	Analyse present day incomes and dispersement of income in relation to earnings and dispursements of several years ago . . . Results would show in what directions marketing has had its greatest impacts. Comparison of similar products, e.g. construction, utility, price etc. to determine consumer demand and popularity. Review prevailing economic condition in the area where the manufacturer is located e.g. if cedar is needed by local contractor how are union demands in B.C. affecting production? How are demands from other countries affecting supply in our country?

SUBCONCEPTS	GENERALIZATIONS
Former Pricing	4. Inflationary trends or price declines.
Sales Projections	5. Objectives of sales department for present and future market conditions
C. Ethics	1. In line with a good business reputation, ethics in purchasing must be set and maintained. The purchasing agent must always give the company he represents his foremost consideration, forgoing any and all personal considerations presented to him by various suppliers. 2. Unethical business relations may lead to a deterioration in the quality of goods selected or acquired, and possibly a decline in the reputation for both the supplier and purchaser.
D. Forms and Procedures	1. Purchasing activities apply to the acquisition of goods both internally by departments and externally, primarily for the materials used in production and marketing. Formal procedures and specialized forms for each activity become necessary to distinguish between them. 2. Departmental requisition and company purchase orders are the basic types of forms used in purchasing functions.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
4. records prices of goods using statistical information to indicate increases or decreases in price;	Use catalogues and price lists from selected industry or business; Compare former costs to current costs developing reasons for increases or decreases in price.
5. relates these price fluctuations with a supply/demand analysis of sales;	A week by week comparison of prices of selected goods in grocery stores may help determine the effect of both supply and demand on the fluctuations of costs.
1. identifies and lists those factors which contribute to ethical practices in purchasing;	Cite instances of "influence peddling" or other types of graft which often turn the heads of purchasing agents. Examine recorded instances of production engineers being influenced by firms selling a particular product as the only one good enough for a specific job, but on examination by a qualified purchasing agent, discovery may be made that several manufacturers have equally good or even superior products at the same or even lower prices.
2. recognizes the possible outcomes to a business which exercises unethical practices;	"Under the counter" transactions of influence peddling should be pointed out and discussions held concerning the morality and propriety of such dealings. Students survey firms with which they would not like to do business and justify their reasons. Conversely, have students explain why they feel other stores enjoy and maintain their good favour.
1. lists the forms used in the purchasing; 2. defines terms: want slip, purchase requisition, invoice, back order slip, packing slip, stock card, receiving and shipping notices, authorization. states routing and procedures used in handling and processing these forms.	Design, prepare and route all types of forms used in the purchasing of goods. Discover areas related to purchasing such as credit offices, office routines, recording information, carriers and their rates and schedules, etc.

Concept III . . . Storage

SUBCONCEPTS	GENERALIZATIONS
A. Function of Storage	1. Storage is the creation of time utility. Goods may be held until they are needed at the right place at the right time because of: Seasonal production Seasonal demand Nature of product Speculation Transportation factors Price and employment
B. Storage Facilities	
Private Warehouse	1. Private warehouses are owned and operated by industry for its own use.
Public Warehouses General Special Bonded Field	2. Public warehouses are privately owned facilities which are available to store goods owned by other industry for a fee. There are different types of public warehouses to store a variety of goods. e.g. 1. Perishables 2. Fuels 3. Grain National, provincial and local government regulations regulate storage facilities and storage procedures.
C. Receiving of Goods	1. Accepting custody of goods commands with it responsibility in checking, recording and handling. 2. Various procedures are used to check, record and handle goods during the receiving stage.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. defines storage; 2. explains how storage adds value to goods; 3. lists six reasons for storage;	Use supplementary references.
1. gives examples of commodities that are stored in different types of warehouses; 2. identifies the advantages and disadvantages of private warehouses; 3. identifies the advantages and disadvantages of public warehouses; 4. selects five commodities and indicates regulations effecting their storage;	Organize student field trips to visit selected storage facilities in the community.
1. illustrates by means of a flow chart, the basic steps to be followed during the receiving process; 2. explains the purpose of each and analyzes the various sections of the following: a. bill of lading; b. receiving losses; c. damage or shortage claim form; 3. identifies possible areas in which losses could occur during the receiving process; 4. indicates what precautions should be taken to avoid losses; 5. lists and describes the various checks that may be taken to establish the accuracy and condition of a shipment of goods.	Reference: Tyler, Materials Handling, Pages 199-102, 106 - 112. Prepare flowchart with adaptations to illustrate the receiving of goods in any industry. Duplicate copies of the forms used in receiving and use for student assignments.

SUBCONCEPTS	GENERALIZATIONS
D. Internal Routines and Control	1. To meet marketing demand it is essential to work closely with the purchasing department.
	2. Warehouses store goods in the manner best suited to the type of goods they handle.
	3. Many factors are considered when establishing internal routines and controls for efficient handling. 1. Arrangement of goods 2. Rotation of goods FIFO 3. Price and or identification labelling. 4. Routing of goods 5. Perpetual inventory control 6. Physical inventory
E. Forms and Procedures	1. Procedures in processing forms need to be established to ensure effective handling of goods in a controlled manner.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFFERENCES
The student	
1. illustrates the importance of the following objectives of handling and storing goods. a. minimal handling of goods b. speed in handling of goods c. maximum use of warehouse space and equipment	Reference: MATERIALS HANDLING, Tyler, pages 213 231 Prepare simulated (sketches, diagrams, comments, etc.) warehouse facilities for student to develop improvements.
2. lists, describes and gives the advantages of various types of equipment used in storage of goods;	
3. identifies goods that are stored using the following methods: bins, racks, bays, shelving suspended on track, live storage;	
4. examines processes and their importance in the storage of goods arrangement, rotation, inventory: 1. perpetual 2. physical requisition reports and records;	
1. indicates the path and purpose by means of a flow chart of the following forms which may be used in the storage function: 1. purchase order 2. receiving record or slip 3. bill of lading 4. packing slip 5. invoices 6. requisitions 7. want slips 8. claim forms 9. sales invoices 10. inventory reports	Reference: MATERIALS HANDLING, Tyler, pages 31-49 Simulate storage facility and have students process various forms.

SUBCONCEPTS	GENERALIZATIONS
E. Forms and Procedures	2. Forms originated by office services provide the storage department with the vehicles to perform its duties as well as control inventory and assist management in making responsible decisions.
F. Internal Security	1. Protection of facilities and goods is maintained by various means.
G. Trends and Developments in Storage	1. Changes are occuring in the location and type of storage facility, the tools and techniques of handling the goods, and the systems used in processing the movement of the goods.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
2. analyzes what procedures are followed and what forms are used in the basic operations of storage. -placing and checking goods into storage -controlling and caring for goods in storage -routing goods out of storage	Reference: MATERIALS HANDLING, Tyler, pages 256 - 259
1. indicates measures the storage warehouses adopt to protect against loss and or insure the safety of goods, facilities and personnel.	Reference: MATERIALS HANDLING, Tyler, pages 238 - 242, 244 - 254.
2. discuss improvements and developments in storage warehousing much as: a. containerization b. palletization c. centralized warehousing d. distribution centres e. surburban warehousing f. computer operation.	

Concept IV . . . Selling

SUBCONCEPTS	GENERALIZATIONS
A. Selling as a Skill	1. The ability to sell is a skill that can be learned and improved. 2. The person who appears to be a "born" salesman has simply learned the appropriate skills and attitudes through exposure to his environment. 3. Selling is the process of determining the needs and wants of a prospective customer and of presenting a product or service in such a way that the customer is motivated to make a favorable buying decision.
B. Selling process	1. All people have their own highly individualistic pattern of needs and wants. 1. Needs and wants arrange themselves in a hierarchy. 2. All behavior is needs fulfilling. 3. All people experience the same needs and wants, it is only the hierarchy that is different. 4. Needs are stronger than wants. 2. A customer's pattern of needs and wants becomes his reasons for buying, or his buying motives. 3. Behind every decision to buy there is a specific buying motive or combination of motives. 4. Buying motives can be classified on a continuum ranging from "emotional" to "rational". 5. The average consumer tends to base decisions on the more emotional motives while the professional or business buyer tries to base decisions on the more rational motives.

(continued)

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. explains why selling is a skill more than an art;	Reference: FUNDAMENTALS OF SELLING, Wingate, Page 809
2. defines the process of selling;	
1. defines the term, "needs and wants";	Reference: FUNDAMENTALS OF SELLING, Wingate, Page 124 - 142
2. lists needs and wants;	
3. explains the concept "needs and wants are arranged in a hierarchy";	Have students list needs and wants. Anonymously list in order of personal preferences, correlate results, indicating group preferences, and individual preferences.
4. explains the concept "all behaviour is needs fulfilling";	
5. lists buying motives;	
6. classifies buying motives as emotional or rational;	
7. explains "dominant" and "secondary" needs and wants in terms of the needs and wants of an individual;	
8. explains the concept "needs continuum from emotional to rational";	
9. states that commercial buyers tend to react to rational motives, and consumers tend to react to emotional motives;	

(continued)

SUBCONCEPT	GENERALIZATIONS
B. Selling process	6. Because business buyers are human, they have some degree of difficulty being completely rational in making buying decisions.
C. Differentiation of skills required in selling	1. The skills required of a salesman are: 1) The ability to identify the dominant buying motive, secondary buying motives and the hierarchy in which they are arranged. (These motives may be active or dormant). 2) The ability to increase the customer's awareness of these motives to the point where a strong desire to fill the need is present; 3) The ability to present his product or service in such a way as to show the customer how that product or service will satisfy the customer's need. 4) The ability to bring the customer to a favourable buying decision by making it easy for the customer to indicate his willingness to buy. (The ability to close). 5) The ability to leave the customer with a totally favourable impression of the transaction in order to facilitate future sales.
D. Steps in the Sale The pre-approach determining customer names opening the sale conducting the presentation handling objections closing performing the mechanics of closing taking leave of the customer	1. Before the customer is approached the salesman must be thoroughly prepared with information concerning product knowledge, possible buying motives, a variety of presentation techniques, selling points, answers to objections and closing methods for each of his products. 2. The timing and method of approaching the customer is crucial to making a sale.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
10. recognizes and outlines the difficulty of remaining unemotional in any buying situation;	
1. identifies the skills required in selling;	Reference: FUNDAMENTALS OF SELLING, Wingate, Page 124 Pages 103 - 123 Pages 287 - 307
1. lists items of product knowledge; 2. lists techniques of presenting products; 3. identifies methods of approaching the customer;	RETAIL MERCHANDISING, Wingate Samson Pages 314 - 342. Students prepare "Product Analysis Sheet", complete with possible buying motives for product of their choice. Students prepare "Objection Analysis Sheet". In a role playing situation students attempt to "sell" their product to the instructor, with the class evaluating

SUBCONCEPTS	GENERALIZATIONS
D. Steps in the Sale	3. A good selling presentation should provide the customer with all the information he might require to arrive at a decision, a variety of reasons for purchasing the product or service, and involve the customer as much as possible.
	4. In closing the sale the salesman must help the customer arrive at the basic buying decisions that will result in a sale. He must also employ a variety of methods of closing the sale, and be prepared to try several of them in order to close the sale.
	5. The mechanics of closing the sale must be completed quickly and efficiently.
	6. The salesman must take leave of the customer in such a way as to leave a totally favorable impression of the transaction.
E. Selling places and Situations	1. Selling takes place in a variety of places and situations.
	2. Selling may take place on a personal or a non-personal basis.
	3. Selling may be internal or external.
	4. Selling may be at the wholesale level or at the retail level.
	5. Selling to government or other large institutions has special problems for the salesman.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
4. lists the five buying decisions;	Use role playing.
5. explains the function of the salesman in helping the customer in making these buying decisions;	
6. explains the variations in what the salesman may have to do in so helping the customer;	
7. lists and explains methods of closing;	
8. lists possible steps in performing the mechanics of closing;	
9. lists suitable methods of taking leave of the customer;	
1. identifies selling situations presented as being internal, external, personal or non-personal;	Reference: RETAIL MERCHANDISING, Wingate and Samson, Page 315 - 319.
2. lists advantages and disadvantages of selling at the wholesale level;	
3. identifies problems peculiar to the selling of products and services to government;	

SUBCONCEPTS	GENERALIZATIONS
F. Characteristics of a Successful Salesman: - Physical Characteristics - Character Traits - Skills	1. Everyone, regardless of his employment, must at some time sell himself. 2. The salesman's physical characteristics include grooming, voice, gestures, manners. 3. A good salesman must possess a variety of character traits. 4. A good salesman must have mastered a variety of selling organizational and mechanical skills.
G. Opportunities in Selling	1. The enormous range of products and services together with the range of selling places and situations makes for almost unlimited potential for economic and personal satisfaction in the selling field. 2. The skills of dealing with people learned by the salesman equip him for promotion to administration and managerial positions. 3. In a consumption-oriented economic system the job security for a good salesman is unexcelled.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. lists situations wherein individuals sell themselves as the product; 2. integrates the physical characteristics and character traits that tend to be found in successful salesmen to produce a personality profile of such a person; 3. outlines the organizational skills required of a successful salesman; 4. lists mechanical skills required of a successful salesman;	References: FUNDAMENTALS OF SELLING, Wingate and Nolan, Page 440 RETAIL MERCHANDISING, Wingate and Samson, Page 571
1. lists a variety of selling positions and their approximate salary ranges; 2. lists the personal satisfactions offered by jobs, and relates these to the position of salesman; 3. outlines the skills needed in dealing with people as a salesman that will also be necessary in the fields of administration and management; 4. explains why a good salesman will always be in demand in a consumption-oriented economy;	RETAIL MERCHANDISING, Wingate and Samson, Page 533 Collect newspaper or trade paper ads for selling personnel, analyse the variety and salary ranges of a wide variety of opportunities. Utilize lab facilities to provide experience in all aspects of retail selling.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student 1. indicates the need for earning profits by business, whether the business be big or small; 2. identifies examples of advertising that have served the purpose of educating the consumer; 3. a. illustrates the difference between tangible and intangible commodities; b. lists five intangible and five tangible commodities; 1. defines a budget, budgetary allocation or distribution; 2. gives examples of areas where cut-backs can be implemented without impairing promotional functions; 3. explains the necessity of controlling sales promotion expenditures; 4. demonstrates an understanding of the dilemma confronting any business as to whether sales determine advertising expenditure or vice versa; 5. lists goods or services that have fallen by the wayside owing possibly to insufficient capital and/or test marketing.	Collect records of profits earned by businesses of various types, also clippings (from legal notices) indicating bankruptcies. This will reflect the performance of the economy at any time. References: THE HIDDEN PERSUADERS THE WASTE MAKERS by Vance Packard Keep daily record of Dow Jones industrial averages in order to reflect changing mood of investors in response to various activities or trends. (THE PLOT TO MAKE YOU BUY, by John Fisher. ADVERTISING IN THE MARKET PLACE, by Burke, McGraw Hill.) Guest speakers from brokerage houses, wholesalers, and persons marketing tangibles, intangibles, and mutual funds. (ECONOMICS A SEARCH FOR PATTERNS, Millard and Mitchell.) Conduct surveys to determine what advertising media are utilized and to what extent. (ECONOMICS, A CANADIAN PERSPECTIVE by Swan and Kaluza.) Collect or borrow portfolios, visualizers, catalogues and other promotional items used by salesmen, also displays, banners etc. for in-store use. References: READINGS IN THE WORLD OF ECONOMICS, A. H. MacDonald McGraw Hill. MONEY AND BUSINESS, MacDonald, Dixon.

Concept V . . . Promotion

SUBCONCEPTS	GENERALIZATIONS
A. Purpose of Promotion	1. A basic purpose of promotion is to earn a profit for business. 2. Promotion also educates the consumer. 3. Creating new and expanding existing markets is a purpose of promotion. 4. The overview of promotion of goods as compared to services is substantially different and entails quite different promotional approaches.
B. Budget Provisions and Restrictions	1. During plush times or boom times, areas of waste and extravagance develop. During recessions, cutbacks in these areas are commonplace. Business resources are limited and therefore, budget guidelines are strictly adhered to. 2. Expenditure is required in order to acquire a customer and sell him a good or service. 3. Allocations in a promotional budget require proper distribution. 4. An adequate capital budget must be provided so that marketing of the new product may be tested in a variety of ways in an attempt to arrive at the most successful single method or combination of methods leading to maximum profit. 5. In developing promotional budgets, an enterprise assesses its experience of customer loyalty to a product or service in terms of: (1) Recency of purchase. (2) Frequency of purchase. (3) Monetary value of purchase.

SUBCONCEPTS	GENERALIZATIONS
C. Promotion on Basis of the Channels of Distribution	1. The channel of distribution adopted by a manufacturer or importer determines promotional strategy.
D. Advertising	1. Advertising is a sales message, directed at a mass audience that seeks through persuasion to sell goods, services, or ideas on behalf of the paying sponsor.
Creating Demand	2. Business firms require advertising of one form or another in order to persuade the public to buy its goods or services.
	3. Advertising is not an expense, rather it is an investment.
	4. Of the variety of advertising media available to the business, a decision is made as to which one, or combination of them, to use for maximizing profits.
	5. Budget allowances for advertising are limited.
	6. While profit making is extremely important, a business advertises in compliance with consumer legislation and consumer pressure groups.
	7. An entrepreneur's advertising is directed with a view to motivating a specific group of consumers.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
1. enumerates five examples of channels of distribution and the characteristics of each; 2. outlines at least three products which lend themselves to distribution through each of the channels; 3. explains what criteria are utilized in selection of channels of distribution;	Students should actively operate a school store. References: SURVEY OF MARKETS and SURVEY OF INDUSTRIALS/ both of these books distributed by the Financial Post.
1. distinguishes between personal and non-personal selling; 2. explains the necessity of all forms of advertising; 3. illustrates that the cost of advertising is initially paid by the business, then the advertising expenditure is passed on to the customer as he buys the goods or services. 4. outlines components of the marketing mix and prepares a report outlining the media available to the advertiser and the strengths and weaknesses of each; e.g., radio, T.V., periodicals, etc. 5. constructs a chart indicating the percentage amounts of total budget allocated to the advertising sector of five businesses; 6. lists five different groups (socio-economic, ethnic) to which targeted marketing is directed and explains segmentation, differentiation of markets; 7. enumerates ten advertising agencies either local, national or international firms;	A term paper on one of the specified areas of marketing is essential in order to reflect in-depth knowledge. Some facets of economics constitute material for excellent classroom discussion and presentation, e.g. a) Japan's 6.7% devaluation of the year to correct a balance of payments deficit. b) The trend to smaller cars owing to energy shortages. c) Lay-offs preceding and during recessions. d) Increased or decreased prime lending rates by banks. References: MARKETING NOW, Hoel BUSINESS ORGANIZATION AND MANAGEMENT, Lynn and Acland (AN INTRODUCTION TO CANADIAN BUSINESS by Maurice Archer, MARKETING RESEARCH, by Victor L. D'Amico, ADVERTISING by Robert E. Oliver.)

SUBCONCEPTS	GENERALIZATIONS
D.	8. Large international firms normally engage the services of advertising specialists to fulfill their advertising.
	9. Motivation research seeks to discover our conscience and subconscience.
E. Other Promotion Techniques	1. In addition to the media, sales representatives utilize a battery of techniques and tools for promoting sales.
	2. The manufacturer commonly promotes his goods and accompanying services by some form of customer participation in some type of contest or activity.
	3. A segment of the promotion activities centres around the retailer and his establishment.
F. Social and Economic Factors	1. With the passage of time, consumer advocates have forced a near abandoning of the caveat emptor philosophy.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES

The student

8. differentiates conscious from subconscious buying motives;

9. identifies factors which tend to prevent the smaller business from utilizing professional advertising agencies;

1. outlines at least ten methods (largely by sales representatives) to sell new and existing goods and services;
   e.g. newsletters, sales manuals, visualizers, portfolios, testimonials by celebreties.

2. associates the necessity of this promotion style and the sales of goods which subsequently follow it;
   e.g. samples and coupons
   sweepstakes and other contests
   free coupons and savings certificates
   free goods

3. outlines examples of in-store promotion such as:
   displays, banners, counters, shelves, buildups

1. lists examples of situations where some delinquent businesses have been forced to develop a social conscience, as a result of some form of consumer pressure or guidelines;

2. defines caveat emptor;

SUBCONCEPTS	GENERALIZATIONS
F.	2. The proverbial "leisure era", or changing work ethic presents new challenges to promotion personnel. 3. World wide awareness of the resource crisis constitutes a predicament to be grappled with. 4. Federal government fiscal and monetary policy to control inflation on the one hand, and reduce unemployment on the other hand, significantly affects all aspects of promotion.

BEHAVIOURAL OBJECTIVES	SUGGESTED ACTIVITIES AND REFERENCES
The student	
3. lists changing marketing factors arising out of the modification of the work ethic;	
4. identifies possible perils in future promotion techniques;	
5. explains why promotional activity must sell the mountains of goods and services produced by the economy;	
6. clarifies the terms fiscal and monetary policy and their implications;	
identifies possible effects on promotional practices by government implementation of these two policies.	

VIII. EVALUATION

For the majority of generalizations outlined in this guide, behavioural objectives have been suggested. These may be modified or enlarged by the classroom teacher to satisfy the emphasis he or she may give to each.

Although knowledge is of major concern, as is the development of skills, the attitude and self-realization of the student should be given special consideration.

Evaluation should be based on the demonstrated achievement or attainment of behavioural objectives.

Special projects should be included as an additional grading measure, and the weighting of such projects should reflect the emphasis placed on them by teacher and students.

IX. SUPPLEMENTARY MATERIALS AND RESOURCES

RESOURCE MATERIALS FOR BUSINESS EDUCATION, 1973. Compiled and distributed by the Business Education Council of the A.T.A. This lists the sources of free and inexpensive instructional aids for all business education subjects.

LEARNING RESOURCES CATALOG. Audio Visual Services Branch, Alberta Department of Education. This is a list of the firlms, film strips, VTR, and recordings that may be dubbed without charge onto the school system's tape. Each school is supplied with a catalogue and periodic supplements.

Catalogues of free-loan films are available from:

MODERN TALKING PICTURE SERVICES, 1875 Leslie Street, Don Mills, Ontario

ASSOCIATED AUDIO-VISUAL LTD., 1590 West 4th Avenue, Vancouver, B.C.

Recorded tapes and records on selling strategies, price list may be obtained from:

BUSINESS BOOK AND RECORD CO., 159 Emerald Green Court, St. Louis, Mo., 63141

X. SECONDARY REFERENCES

1. Archer, Clark, CANADIAN MARKETING, 1969, McGraw-Hill Ryerson

   A Canadian text that may be used both by students and teachers as a reference for the Marketing 30 course. Includes case studies on related topics.

2. Archer, Maurice, AN INTRODUCTION TO CANADIAN BUSINESS, 1967, McGraw-Hill Ryerson

   Gives a very detailed picture of various aspects of modern Canadian business, including forms of business ownership, personnel, administrative services, finance, production, and marketing. Useful as a teacher reference in Marketing 20 and and excellent student reference in Marketing 30.

3. Beckman & Evans, MARKETING, A CANADIAN PERSPECTIVE, Prentice-Hall

   Not a major reference for Marketing 20 and 30. There may be value in the graphs and charts, and in the third chapter "Marketing and Government Interfaces".

4. Bellan, Ruben C., PRINCIPLES OF ECONOMICS AND THE CANADIAN ECONOMY, Fourth Edition, 1972, McGraw-Hill Ryerson

   This is a university level book which is quite technical and detailed. Suitable for teacher reference. The chapters on international trade and its effect on the Canadian dollar are useful.

5. Burke, John D., ADVERTISING IN THE MARKETPLACE, 1973, McGraw-Hill Ryerson

   The main thrust of the book is advertising and its many facets. It would be useful for both student and teacher in Marketing 30.

6. Craig, PRACTICAL MARKETING IN CANADA, 1969 , Burns and MacEachern Ltd.

   This is a particularly good reference for Marketing 30. It has excellent definition of terms and outlines the "elements of marketing" with explanation and examples in chapters 2 and 3. Case studies, with student activities, are provided to reinforce theory. This book could be used for the retail, wholesale or manufacturing areas of study.

7. D'Amico, MARKETING RESEARCH, 1969 , McGraw-Hill Ryerson

   Covers the purpose and methods of marketing research. It uses the problem solving approach to develop techniques. Drawings are well selected and ideal for use as overheads, bulletin boards, etc.

8. Eagle & Weber, SELLING, 1971 , McGraw-Hill Ryerson

   A simple paperback outlining the importance of selling in a consumption-oriented economy. Uses examples of people and businesses in Western Canada. Expands the steps in the sale using case studies and sales problems.

9. Edison, Judith E., et al, CHECKER CASHIER, 1969, Gage Educational Publishing Ltd.

   Student reference and workbook. Acceptable for Canadian use although American content predominates. Basic drills for cash register use, handling cash, and the use of forms.

10. Freudeman, John F., THE CANADIAN CONSUMER, 1972, Pitman.

    A student reference which gives an overview of the Canadian business scene. There is a very good section on Banking and another on credit. Canadian content.

11. Gynn, PRACTICAL RETAILING, 1966, McGraw-Hill Ryerson

    A Canadian text-workbook dealing primarily with retail store operations such as receiving, checking, marking, stock-keeping, selling, making change, writing sales checks, wrapping, etc.

12. Hoel, MARKETING NOW, Scott, Foresman and Company

    This is a teacher resource book, but of general interest to students. Although American in content, the topics included are discussions of current major business concerns and some of the day-to-day problems with the present fast-changing markets.

13. Hopkins, Claude, SCIENTIFIC ADVERTISING, Bell Publishing Co.

14. Johnson, H. W., CREATIVE SELLING, 2nd Edition, 1974, Gage Educational Publishing Ltd.

    This is a practical presentation of all facets of selling directed to the student.

15. Kohns, CREDIT AND COLLECTION, 1968, Gage Educational Publishing Ltd.

    Student reference and workbook. Fundamental principles of credit are presented. American content can be modified for Canadian credit laws and provincial measurers enacted in recent years.

16. Logan and Moon, FACTS ABOUT MERCHANDISE, Prentice-Hall of Canada Ltd.

    This provides product knowledge for advertising, selling or buying and is suitable for Marketing 20 and 30. The book is written in straight forward language with good illustration.

17. Lynn, G.M.A., Acland, C.D., BUSINESS ORGANIZATION AND MANAGEMENT, 1966, McGraw-Hill Ryerson

    Chapters 1-4 provide an introduction to Canadian business scene from early days to present, and puts Canada's position into perspective. Chapter 12 provides a good outline of marketing. Additional chapters centre on specific topics such as financing, government, purchasing, production, accounting, and industrial relations. Teacher and student reference.

18. McCready, Gerald B., CANADIAN MARKETING TRENDS, 1972, Irwin-Dorsey Ltd.

    Teacher reference but students may benefit from reading specific segments. It presents current information on the Canadian market scene. Several case studies are well documented.

19. MacDonald, & Dixon, MONEY AND BUSINESS, 1969, Gage Educational Publishing Ltd.

    This is a Candian reference which uses an inquiry approach through projects to encourage the student to think. It covers all aspects of the business money market from credit to stock market--including personal and business budgeting. It is an introductory reference on money for students in Marketing 20 and 30.

20. Mason and Roth, MARKETING AND DISTRIBUTION, 1968, McGraw-Hill Ryerson

    This text and corresponding workbook is suitable for reference material at both marketing levels for student and teacher use.

21. Millard, Mitchell & Kemp, ECONOMICS, A SEARCH FOR PATTERNS, 1971, Gage Educational Publishing Ltd.

    An exceptionally fine reference for both teachers and students, in Marketing 20 and 30. It is well documented, easy to read, encompassing the Canadian business environment. Fiscal and monetary policy as well as labour and all other areas are extremely well written.

22. Moffett, GETTING MERCHANDISING READY FOR SALE, 1967, McGraw-Hill Ryerson

    This is a consumable text-workbook which can be used as a student reference covering receiving, checking and marketing. Covers merchandise distribution, personality factors, merchandising records, safety training, modern techniques of handling merchandise and job interview.

23. Mullikin, Eleanor, W., SELLING FASHION APPAREL,1971, Gage Educational Publishing

    This worktext covers the salesperson, design factors, understanding textiles, techniques of selling women's and men's apparel.

24. Oliver, Robert E., ADVERTISING, 1969, McGraw-Hill Ryerson

A practical guide to advertising in Canada dealing with the how and why of getting across a message through radio, TV and print.

25. Piper, Edwin, B., MERCHANDISING MATHEMATICS 1967, Gage Educational Publishing

An effective review of the mathematics of sales transactions, employee earnings, purchasing, profits and pricing.

26. Porth, Pat, THE RETAILING EXPERIENCE, 1969, Maclean-Hunter Limited, 481 University Avenue, Toronto 101, Ontario

An easily-read pocketbook on the retailing function of marketing aimed at career opportunities. Recommended as a book for extra reading by the Marketing 20 student.

27. Richert, et al, RETAILING, PRINCIPLES, AND PRACTICES, 1968, McGraw-Hill Ryerson

This is an exceptionally fine book for Marketing 20 and 30 students and teachers alike. It covers the retail aspect of marketing well and is ideally suited for Marketing 30 classes who choose to emphasize retailing. One significant drawback is that it is clearly geared for the American market and no mention is made of Canada.

28. Samson, H. E., ADVERTISING AND DISPLAYING MERCHANDISE, 1967, Gage Educational Publishing

A workbook presenting the fundamental principles of visual advertising. The 45 projects require written or sketched responses.

29. Sayles & Strauss, HUMAN BEHAVIOUR IN ORGANIZATION, 1969, Prentice Hall of Canada Ltd.

Teacher reference and resource text covering wide ranging areas of employer-employee relations, union and labor relations, management, authority and how to exercise and delegate it. Of particular benefit to teachers who have not had business experiences where these situations may actually have occurred.

30. Swan, Neil M., Kaluza, Henry J., ECONOMICS, A CANADIAN PERSPECTIVE, 1973, McGraw-Hill Ryerson

A highly technical book for teacher use with some rather interesting chapters such as "What we still do not know about markets", "Some applications of market theory", and "The Theory of buyer behaviour".

31. Thompson & Leighton, CANADIAN MARKETING PROBLEM AND PROSPECTS, John Wiley & Sons.

32. Troxell, FASHION MERCHANDISING, 1971, McGraw-Hill Ryerson

    This book presents a summary of the best in fashion merchandising published in past years and has been up-dated with additional, current trends and merchandising ideas. A student teacher reference.

33. Tyler & Corenthal, MATERIALS HANDLING: TRAFFIC AND TRANSPORTATION, 1970, McGraw-Hill Ryerson

    This book is well organized and illustrated and should provide fundamental resource material for the storage function of Marketing 30. The fact that it is an American publication should present no problem with the possible exceptions of mail service and customs.

34. Walsh, PHYSICAL DISTRIBUTION, 1969, McGraw-Hill Ryerson

    This is one of a series of occupational manuals and projects in marketing. The subject of merchandise handling is well covered. This should be a valuable resource book for the study of storage in Marketing 30. Workbook format. Forms well detailed and routing well illustrated.

35. Wingate and Nolan, FUNDAMENTALS OF SELLING, 9th Edition, 1969, Gage Educational Publishing

    A detailed look at selling in the distribution system, customer motivation, salesman's mental, physical and skill characteristics are covered, followed by a detailed presentation of the basic steps in the sale. Sales promotion, interview skills, media and government regulations are also included.

36. Wingate and Nolan, KNOW YOUR MERCHANDISE, Gage Educational Publishing

    A useful book for those interested in background sales material. It discusses how a great variety of goods on the market are manufactured, materials used, etc.

37. Wingate and Samson, RETAIL MERCHANDISING, 8th Edition, 1974, Gage Educational Publishing

    An excellent basic text for teacher or student. Fundamentals are presented clearly, and would give students a good background on which to build a merchandising career. Emphasis tends to be on retailing and other material would be needed to broaden the course for a marketing orientation.

XI. CLASSROOM FACILITIES AND EQUIPMENT

Student tables, seminar or trapesoidal
Student chairs
Teacher's desk and chair
Filing cabinets, 4 drawer legal
Card file, 2 drawer 8" x 5"
Desk trays, 3 tiered
Cash register
Calculator, electronic or mechanical
Counter unit, portable and sectional
Open shelving units
Storage cabinets, locked, to handle 22" x 28" posters
Drafting table with arm
Display tables and stands
Mannequins, male and female
Bust forms, male and female
Lettering system
Dymo labeller
Tacker-stapler, heavy duty
Rotary pricer
Multiple punch
Rubber stamps, assorted; and stamp pads
Step ladder, 6 foot
Step stool
Projectors-overhead, 35mm, slide and filmstrips, opaque
Projector screens, fixed and portable
Tape or cassette recorders
Camera, polaroid colour pak
Felt dropcloths in assorted colours.

XII. A SCHOOL STORE AS A LABORATORY EXPERIENCE

(a) Purpose of the Store

Many of the concepts and generalizations of the marketing program can best be developed through the activities and experiences provided in the operation of a school store. The objectives that are to be met by this means should be identified. The lab provides an ideal project for those areas of the course concerning display, advertising, store layout, management, stock control, selling, personal relations, planning and scheduling time. One priority which must be established with the school's administration is whether the lab is to be a complete learning medium or just a facility for the entire student body. If the prime reason for the store is to make money for the school, it becomes very difficult to close it down for short periods to completely change its operation in order to meet specific instructional objectives. It is important that there is complete understanding of its purpose in your school by all persons concerned, such as instructor, marketing class, student body and organizations, school administration, system administration, school trustees and community firms.

There are many opportunities within a school for the application of marketing techniques with or without a school store. Some of these include the handling of promotion, advertising, ticket sale for school events such as drama presentations, student union activities, sport events, etc. These activities can sometimes be handled by those students not currently working in the store.

(b) Organization

At the beginning of the term, prior to opening the store, a plan should be prepared for the entire year's operation. In an established program, this plan can be formulated by the previous Marketing 30 class based on its experiences. Kind of stock should be determined. Many stores sell confections, some school supplies, and books; but these provide limited experiences in the lab. Most community firms will cooperate with schools in providing merchandise on consignment in order to change the store into a complete clothing store, a grocery, an automobile supply house, or other type of business available in your community.

Do not rush the opening of the store. The lab should not be opened for the sale of articles until the marketing students fully realize their responsibilities. If some school textbooks, stationery, physical education supplies, etc., must be available for students at the beginning of the semester, set up special area and operation for this specific purpose on a short-term basis.

Before the normal lab operation starts, students should be proficient in handling the cash register, making change, writing receipts and other forms required for your specific operation. They should be advised of deportment courtesy, dress, grooming, etc., when working in the store. If not, it has been found that students acquire habits which are difficult to break later on.

(c) Management and Control

The overall operation of the lab will vary according to facilities available, and the size and level of the marketing class. Some schools may allow only the Marketing 30 students to operate the lab, using this activity as an incentive for Marketing 20 students to prepare themselves to continue in the program. However, a recent survey has shown that about fifty percent of the students proceed to the next course regardless of incentive, therefore consideration should be given to incorporating lab experiences at this

A store operations chart should be established in cooperation with the classes. The instructor may act as the chairman of the board, general manager, or efficiency expert making suggestions, giving guidance, facilitating opportunities and providing encouragement. Group or staff meetings and inter-office memos may be used. Marketing 30 students may be assigned responsibility for areas such as: General Manager, Assistant General Manager, A/R and A/P Manager, Personnel Manager, Display Manager, Physical Plant Manager, Special Projects Manager. Other areas may better suit your specific operation. The appointment of assistants depends upon the number of students to be assigned positions. These responsibilities should be rotated so that each student holds a position once, twice or three times a year. The Marketing 20 students may be placed in groups under the managers and rotate duties as the manager rotates. Each group would be responsible for the lab operation under the manager for a period of time, preferably a week. This would be treated as a complete business period with the inventory being checked and accepted, and a profit and loss statement prepared at the time of the change-over. During the lab period, each group should be responsible for daily cash control, deposits, payment of accounts payable (this may be simulated or actual invoices for merchandise purchased handled by students), ordering goods, stocking, displaying, advertising, etc.

Here is another suggestion for rotating the various functions in the lab. In the chart below the weekly duties are designated as 1 - manager, 2 - sales, 3 - stock, 4 - display, 5 - office. Students are Joe - 1, Mary - 2, Bill - 3, Peter - 4, and Sue - 5.

Week 1	Week 2	Week 3	Week 4	Week 5
1	5	3	2	4
4	1	5	3	2
2	4	1	5	3
3	2	4	1	5
5	3	2	4	1

For example, during week 1 Joe is manager; week 2 he is in sales; week 3 on stock; week 4 on display; and week 5 in the office. Similarly, each student rotates his duties and each group follows a similar rotation schedule.

(d) Operation and Activities

The relationship with the business community must be established. The purpose of the school store as a marketing lab must be explained and demonstrated with an understanding established respecting competition with and involvement of community businesses. In most communities, stores will be willing for a period of time to provide on consignment, merchandise to be sold in the school lab in order to provide realism and to change the store into a complete clothing store, a grocery store, an automotive supply house, or any other suitable and available type of business. This gives the student a wide diversification in display, in sales techniques, pricing, etc.

Devise ways to make the store operation realistic and purposeful. Develop a method for payroll, marks and points instead of money, for the various operations. Establish a basis for promotions and a schedule of bonuses for exceptional work. It may be desirable to have a procedure for dismissing an employee for tardiness, absenteeism, insolence to customers or staff, failure to follow directions, etc. However, after dismissal he may continue to perform his required tasks but not receive any marks or points until he presents an application to the personnel manager, arranges for an interview, and is rehired.

Careful, imaginative planning can create an exciting and rewarding lab experience in the operation of a school store for the understanding of concepts and generalizations and the attainment of behavioural objectives that are peculiar to the marketing program.

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